

Commodore Perry SD

**Special Education Plan Report**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

3002 Perry Hwy  
 Hadley, PA 16130  
 (724)253-3255  
 Superintendent: Kimberly Zippie  
 Director of Special Education: Stacy Payne

## Planning Committee

| Name            | Role   |
|-----------------|--|
| Daniel Ledebur  | Administrator : Professional Education Special Education                         |
| Michelle Young  | Administrator : Professional Education Special Education                         |
| Kimberly Zippie | Administrator : Professional Education Special Education                         |
| Rebecca Dobi    | Elementary School Teacher - Special Education : Special Education                |
| Cassandra King  | Elementary School Teacher - Special Education : Special Education                |
| Daniel Basso    | High School Teacher - Special Education : Special Education                      |
| Shani Eddy      | Middle School Teacher - Special Education : Special Education                    |
| Leslie Smith    | Parent : Special Education   |
| Stacy Payne     | Special Education Director/Specialist : Professional Education Special Education |

# Core Foundations

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## Special Education

### *Special Education Students*

Total students identified: 107

### *Identification Method*

Identify the District's method for identifying students with specific learning disabilities.

The Commodore Perry School District uses a regressed discrepancy model between ability and expected student achievement to determine the presence or absence of a learning disability. Nationally norm-referenced cognitive and academic assessments are used. Additional information is gathered from the parents, teachers, school nurse, and any other educational staff that works with the student on a regular basis. Related service providers provide relevant information when appropriate. Classroom behavior, both observed and reported, is given strong consideration when making this decision. Rating scales and screeners are utilized if there is concern about underlying issues that may be impacting the student's educational performance. Student products, comparisons to normative assessments and classroom peers may be used. Parental input via questionnaires or interviews is sought out. How the student has responded to academic and behavioral interventions is incorporated, as appropriate. A student may be dually enrolled in an ESL program and another identified service such as special education or gifted. The following statements are addressed:

- 1. Whether or not the student is achieving adequately for the student's age or does not meet state approved grade level performance indicators;*
  - 2. The basis for making the determination--which model is used and the criteria met (whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions or other);*
  - 3. The relevant behavior noted during the observation of the child;*
  - 4. Instructional strategies used by Highly Qualified personnel (i.e. evidence-based);*
  - 5. The relationship of that behavior to the child's academic functioning;*
  - 6. The educationally relevant medical findings, if any;*
  - 7. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage;*
  - 8. Data based documentation of repeated assessments of achievement at reasonable intervals reflecting progress;*
  - 9. Observation of student's learning environment;*
  - 10. Whether or not the student has received appropriate instruction in reading and math.*
- The decision is predominately based on whether there is a severe discrepancy between achievement and*

*ability that is not correctable without special education and related services. The team, such as the student's teacher, parent, school psychologist, and LEA, are involved in making this decision.*

Prior to referral, the following occurs:

Screening Process:

*Review of school records (attendance, office discipline referrals, and report cards);*

*Vision and hearing;*

*Curriculum and performance based assessment i.e. PSSA, progress monitoring, AIMSWeb, Keystone Exams, MAP, CBAs;*

*Systematic observation of behavior;*

Pre-referral Interventions:

*Evidence-based, intensive interventions (team monitors interventions being used, as well as, group size, frequency, amount of time, reliability checks, etc.).*

With respect to making the determination, the decision will be predominately based upon whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services, noting that no single method is always used in making this determination. A team, including a district administrator, the student's teacher, a school psychologist, the student's parent(s) and intervention specialists are involved with making this decision.

## **Enrollment**

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Due to the small size of our district, it is not uncommon for significant disproportionality to exist. With that being said, the only area that shows a significant difference when compared to the state average is for the area of speech and language impairments with the district at 32.3% and the state at 14.3%. We attribute the fact that our percentage of students identified as having specific learning disabilities (31.2%) being below the state average of 40.6% due to the intense speech and language services that we provide in our elementary school. Students are screened for speech and language needs upon enrolling and rescreened again in Kindergarten and Second grade to determine if there is a need for services. In addition, students are also referred for services as they are going through the IST process. Our district plans to address the significant disproportionality by allocating funds to develop the speech club program that is provided to our Kindergarten students as well as provide additional professional development opportunities for our speech and language therapist.

Overall, our district has a slightly higher overall percentage of students identified needing special education services with 20.5% of our population being identified compared to the state average of 17.3%. This is most definitely attributed to our screening process for speech and language services and the ability to identify potential risks and address them early. As for the other areas of disability, the number of students identified as having a specific learning disability (31.2%) is significantly lower than the state average of 40.6% which is attributed to the speech and language services that are provided in the early elementary years.

Regardless of the diagnosis, we continue to evaluate and reevaluate students based on their needs

and performance. Therefore, if we are finding that an identified student is no longer exhibiting the needs that were warranted in the previous evaluation, an reevaluation is initiated to determine if new needs or any needs still exist. We do not wait until the 2 or 3 year mark to reevaluate when we recognize the need for additional or reduced services. We will continue evaluate and reevalaute our students to help to bring our numbers closer to the state averages.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Commodore Perry School District currently is not a host district to any children's institutions nor does the LEA have a residential treatment facility located within the district. Should the District become a host district for a children's institution, students within the institution whose terms of placement allow will be afforded the opportunity to attend Commodore Perry School District. Additionally, if the terms of the placement do not allow for education to take place within the school buildings of Commodore Perry School District, the district would apply to PDE for approval to run an experimental or alternative program for these students using the process set forth in 22 Pa. Code 4.82. The district may also contract with Midwestern Intermediate Unit IV to provide educational programming and services within the institution.

In order to ensure that students are receiving free appropriate public education in the least restrictive environment, members of the Multidisciplinary Team including, but not limited to, parent, student (if transitional age), regular education teacher, special education teacher, LEA, principal, guidance counselor, school psychologist, and/or related services personnel, will review the aids and services considered and rejected in order to ensure the FAPE is being provided. Should members of the IEP team not agree on placement, mediation or due process will be sought. The District does not have barriers which would limit our ability to meet our obligation under Section 1306 of Public School Code.

### *Incarcerated Students Oversight*

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The LEA personnel are familiar with the requirements of transfer of records to the appropriate authorities. A copy of the Family Educational Rights and Privacy Act (FERPA) regulations as they

relate to the transfer of student records is on file in each office and has been reviewed by the administrative team. In the event a crime has been reported, requested records are forwarded without obtaining permission in compliance with judicial orders, or orders of administrative agencies that have power of subpoena. Parents and/or students shall be notified of all such orders and of the school's compliance.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Commodore Perry School District practices the policy that the Least Restrictive Environment for an individual student is dependent upon the IEP Team's determination of what is appropriate for the student. The discussion regarding the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with supplementary aids and services. The IEP team, as part of the IEP process, answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment.

Currently, the District is utilizing a personalized learning model that allows all students, regardless of being identified or not, to access instructional level education within the regular education setting for grades 4-8. For this reason, students in grades 4-8 who are identified as needing specially designed instruction are afforded that instruction within the regular education setting with supports available. This has allowed the district to offer more itinerant services compared to the higher number of supplemental services once offered.

For students who may need more intensive programming, the District has a comprehensive array of programs and services available within the District, at locations in neighboring districts operated by the Intermediate Unit or through other districts, or through participation in Intermediate Unit operated multiple-district programs located within the three county areas. Programming is also provided through locally operated private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum

beginning with programs and services at the student's home school building, flow through the following process:

- The school district will assure that the placement decision is made at the IEP meeting with parent participation.
- The student's full range of needs will be examined including socialization needs.
- An Instructional Support Team approach and referral system, based on Response to Intervention & Instruction screeners, identifies students in need. Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aides and services as well as previously tried intensive interventions.
- Various in-house supports are used including Title I, inclusive remediation skills reading groups, academic resources, AmeriCorps tutors, classroom adaptations and accommodations, counseling support, behavior support plans, social skills instruction, cross-age and peer tutoring, and the Generations Together program.
- A full range of placement options will be available and considered at each individual child's IEP meeting. This will include supplemental aids and services.
- The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative or staff convenience.
- When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extracurricular opportunities for integrated activities.
- Within the framework of the district's strategic plan, inclusive instruction is determined when appropriate to the students' needs, while maintaining the continuum of services required by law.

The SPP target is to have 61.5% of our population being educated inside the regular education classroom 80% or more of the school day. Our district has achieved that target with 77.2% of our population receiving instruction within the regular education classroom 80% or more of the school day. Commodore Perry's numbers are too small to generate a target group for the other two targeted areas. Students who are educated in a private institution are reevaluated by our district and a plan is developed and presented to the parents/guardians of those students with a suggested plan of action. The parents/guardians have the opportunity to deny, enroll in dual enrollment, or accept the plan of action as presented by re-enrolling the student in the home district. The following is a list of supplementary aids and services which allow students to be successful in the general education environment:

- instructional aids
- extended time

- scribing/transcribing
- tests read aloud
- fewer answer choices
- separate location for testing
- small group testing/instruction
- use of FM System
- preferential seating
- frequent feedback
- sensory stimulation as needed with access to sensory room if necessary
- social lunches
- use of calculator
- community based education
- job coaching
- assistive technology
- notes provided
- use of graphic organizers
- allow students to retake tests when a D or F is earned
- word banks
- use of slant board
- set of books to keep at home
- sensory seat cushions
- adapted pencil grips
- note-taking system (carbon copy notes)
- specialized paper (lined, bigger spaces, etc.)
- spacers for use between words
- use of highlighters
- reduced assignments
- use of word processor



- resource time
- positive behavior support plan
- early intervention transition meetings
- differentiated instruction
- specialized transportation
- counseling support
- SAP training and support
- family services
- full time nursing services
- PT, OT, Vision therapy
- Speech therapy
- Hearing support
- Inclusion teachers
- Safety Mechanics
- Personal Care Assistant
- bus restraints (seat belts)

Our district employees have the opportunity to attend workshops/trainings/conferences offered through PDE, our local intermediate unit, and PATTAN in an effort to stay up to date and/or further their understanding of current strategies and techniques for working with students with disabilities in the regular education setting.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Commodore Perry School District employs K-12 schoolwide positive behavior support. The SWPBS teams have developed positive behavior matrices and have established guidelines and procedures for classroom based interventions and office based interventions. Additionally, the SWPBS teams

have collaboratively adopted a district wide discipline referral form in order to ensure consistency from the elementary through the secondary levels. Incentives for positive behavior are provided to all students throughout grades K-12.

K-6 school based counseling services are offered and a districtwide student assistance program (SAP) is available for all students. Through the SAP program students may be referred to the SAP program by teachers, parents, self-referral, etc. After parent permission is granted, students are screened and evaluated by a counselor from Mercer County Behavioral Health Commission in order to determine the best course of action. Possible outcomes include: monitoring the student by a SAP team case manager, school-based counseling, family-based counseling, drug and alcohol screening, outpatient services, residential placement.

At this point, the district is moving toward incorporating the UKERU non-restraint behavior response system. The district is currently working with a representative to train the special education director who will then be able to train district staff on how to use the UKERU system to respond with a hands-off approach to problematic behaviors. When deemed appropriate, FBAs are conducted and BIPS are developed to reduce the likelihood of needing to use the UKERU system. Additionally, in grades K-6, we have an instructional support program. Students can be referred to this program by teachers or parents/guardians for a variety of reasons including academic, behavioral, emotional, etc. Once students are referred, the instructional support teacher spends several hours observing and working with these students. A meeting is held explaining the outcome of these sessions to the parents/guardians and any interventions deemed necessary by the team are put into place. When restraints were utilized, any student requiring restraint was entered into the RISC system.

Until the UKERO non-restraint behavior response system can be implemented, the district still continues to send personnel to MIU4 for safety mechanics training to ensure that, if the need for restraints were to arise, individuals who will respond are certified to do so safely.

Any disciplinary exclusion of a student with disabilities for more than 10 consecutive school days or more than 15 cumulative school days in a school year is considered a change in educational placement. A manifestation determination is conducted, and if a manifestation of the disability is present, either a Functional Behavioral Assessment is completed and a positive behavior support plan developed, or if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan and modifications are made. Notice to the parents shall be afforded prior to exclusion. A manifestation determination is conducted prior to exclusion or suspension from the school for students with an intellectual disability.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

If Commodore Perry School District is having difficulty ensuring FAPE for a particular student or particular disability category, the LEA will contact the Intermediate Unit for a recommendation of available placement options. Through collaboration with the intermediate unit, school psychologist, and parents, the district will bear the cost for educational services and transportation to an alternative placement throughout the duration of the student's enrollment in the Commodore Perry School District. At present, the Commodore Perry School District does not offer life skills instruction, a self-contained emotional support classroom, a self-contained deaf and hard of hearing classroom, or a self-contained autism classroom. The district does contract with the intermediate unit for itinerant emotional support, deaf/hard of hearing support, and visual support services. There is currently no plan for expansion of services or facilities to be offered by the Commodore Perry School District.

The Commodore Perry School District offers the following supports for students with disabilities:

Mercer County Children and Youth Services

Office of Vocational Rehabilitation

Mercer County Behavioral Health Commission

Partial Placement Services through Sharon Regional Health System

Bethesda Partial Program

Midwestern Intermediate Unit Classrooms

Western PA School for the Deaf

Gertrude Barber Center

Harborcreek Youth Services

The Commodore Perry School District contracts with Intermediate Unit 4 for the following services:

Physical Therapy

Occupational Therapy

Emotional Support

Vision Support

Hearing Support

Assistive Technology

School Psychologist

# Assurances

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## Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

| Facility Name                     | Type of Facility             | Type of Service   | Number of Students Placed |
|-----------------------------------|------------------------------|-------------------|---------------------------|
| Barber Center                     | Special Education Centers    | Autistic Support  | 1                         |
| Sharpsville Area School District  | Neighboring School Districts | Autistic Support  | 2                         |
| Harborcreek Youth Services Center | Approved Private Schools     | Emotional Support | 1                         |

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 22, 2019

#### PROGRAM SEGMENTS

| Type of Support             | Level of Support                     | Age Range   | Caseload | FTE  |
|-----------------------------|--------------------------------------|---|----------|------|
| Itinerant                   | Learning Support                     | 15 to 19  | 11       | 0.24 |
| Locations:                  |                                      |   |          |      |
| Commodore Perry High School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |      |

| Type of Support             | Level of Support                     | Age Range   | Caseload | FTE  |
|-----------------------------|--------------------------------------|---|----------|------|
| Itinerant                   | Autistic Support                     | 15 to 18  | 1        | 0.16 |
| Locations:                  |                                      |   |          |      |
| Commodore Perry High School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |      |

| Type of Support   | Level of Support                     | Age Range   | Caseload | FTE  |
|---|--------------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%)  | Learning Support                     | 15 to 20  | 6        | 0.35 |
| Justification: All students' parents sign an age variance waiver due to our small school district and teachers serving multiple grades. |                                      |   |          |      |
| Locations:  |                                      |   |          |      |
| Commodore Perry High School   | A Junior/Senior High School Building | A building in which General Education programs are operated |          |      |

| Type of Support                                | Level of Support                     | Age Range  | Caseload | FTE  |
|--|--------------------------------------|--|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support                     | 15 to 19   | 1        | 0.25 |
| Locations:                                     |                                      |  |          |      |
| Commodore Perry High School                    | A Junior/Senior High School Building | A building in which General Education programs are |          |      |

|  |  |          |  |  |
|--|--|----------|--|--|
|  |  | operated |  |  |
|--|--|----------|--|--|

**Program Position #2 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 22, 2018**PROGRAM SEGMENTS**

| Type of Support  | Level of Support                     | Age Range   | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Itinerant  | Learning Support                     | 12 to 16  | 9        | 0.4 |
| Justification: Age waivers are signed by parents at all IEP meetings agreeing to the age variance in the classroom being greater than 3-4 years. |                                      |   |          |     |
| Locations:   |                                      |   |          |     |
| Commodore Perry High School  | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support  | Level of Support                     | Age Range   | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%)   | Learning Support                     | 12 to 16  | 2        | 0.5 |
| Justification: Age waivers are signed by parents at all IEP meetings agreeing to the age variance in the classroom being greater than 3-4 years. |                                      |   |          |     |
| Locations:   |                                      |   |          |     |
| Commodore Perry High School  | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 26, 2014**PROGRAM SEGMENTS**

| Type of Support             | Level of Support                     | Age Range   | Caseload | FTE |
|-----------------------------|--------------------------------------|---|----------|-----|
| Itinerant                   | Speech and Language Support          | 12 to 16  | 1        | 0.1 |
| Locations:                  |                                      |   |          |     |
| Commodore Perry High School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support   | Level of Support              | Age Range   | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant   | Speech and Language Support   | 5 to 12   | 34       | 0.9 |
| Justification: Students do not receive speech and language support during the same time as other students who are greater than 3 years of age. Additionally, a waiver is signed by parents permitting the age difference. |                               |   |          |     |
| Locations:  |                               |   |          |     |
| Commodore Perry Elementary School   | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #4 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 22, 2018***PROGRAM SEGMENTS**

| Type of Support  | Level of Support              | Age Range   | Caseload | FTE  |
|--|-------------------------------|---|----------|------|
| Itinerant  | Learning Support              | 9 to 12   | 12       | 0.65 |
| Justification: Students are not educated at the same time with peers with a greater than 3 year age difference. In addition, an age variance waiver is signed by the parents and is on file with the district. |                               |   |          |      |
| Locations:   |                               |   |          |      |
| Commodore Perry Elementary School  | An Elementary School Building | A building in which General Education programs are operated |          |      |

| Type of Support                   | Level of Support              | Age Range   | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Itinerant                         | Emotional Support             | 9 to 12   | 1        | 0.1 |
| Locations:                        |                               |   |          |     |
| Commodore Perry Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                   | Level of Support              | Age Range   | Caseload | FTE  |
|-----------------------------------|-------------------------------|---|----------|------|
| Itinerant                         | Autistic Support              | 9 to 12   | 3        | 0.25 |
| Locations:                        |                               |   |          |      |
| Commodore Perry Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |      |

**Program Position #6 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 22, 2019***PROGRAM SEGMENTS**

| Type of Support  | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%)   | Learning Support              | 5 to 11   | 4        | 0.3 |
| Justification: Age waivers are signed by parents at all IEP meetings agreeing to the age variance in the classroom being greater than 3-4 years. |                               |   |          |     |
| Locations:   |                               |   |          |     |
| Commodore Perry Elementary School  | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                   | Level of Support              | Age Range   | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Itinerant                         | Learning Support              | 5 to 8  | 4        | 0.3 |
| Locations:                        |                               |   |          |     |
| Commodore Perry Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support | Level of Support  | Age Range | Caseload | FTE |
|-----------------|-------------------|-----------|----------|-----|
| Itinerant       | Emotional Support | 5 to 8    | 1        | 0.1 |
| Locations:      |                   |           |          |     |

|                 |                               |   |  |  |
|-----------------|-------------------------------|---|--|--|
| Commodore Perry | An Elementary School Building | A building in which General Education programs are operated |  |  |
|-----------------|-------------------------------|---|--|--|

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support              | 5 to 8  | 1        | 0.3 |
| Locations:                                     |                               |   |          |     |
| Commodore Perry Elementary School              | An Elementary School Building | A building in which General Education programs are operated |          |     |

#### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* October 17, 2019

#### PROGRAM SEGMENTS

| Type of Support             | Level of Support                     | Age Range   | Caseload | FTE  |
|-----------------------------|--------------------------------------|---|----------|------|
| Itinerant                   | Emotional Support                    | 19 to 19  | 1        | 0.02 |
| Locations:                  |                                      |   |          |      |
| Commodore Perry High School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |      |

### Special Education Support Services

| Support Service                          | Location                                  | Teacher FTE |
|--|---|-------------|
| Special Education/Transition Coordinator | Commodore Perry School District           | 0.5         |
| Paraprofessional                         | Commodore Perry Junior/Senior High School | 1           |
| Paraprofessional                         | Commodore Perry Junior/Senior High School | 1           |
| Paraprofessional                         | Commodore Perry Junior/Senior High School | 1           |
| Paraprofessional                         | Commodore Perry Elementary School         | 1           |
| Paraprofessional                         | Commodore Perry Elementary School         | 1           |

### Special Education Contracted Services

| Special Education Contracted Services | Operator          | Amt of Time per Week |
|---------------------------------------|-------------------|----------------------|
| PT                                    | Intermediate Unit | 30 Minutes           |
| OT                                    | Intermediate Unit | 88 Minutes           |
| School Psychologist                   | Intermediate Unit | 2.5 Days             |





# District Level Plan

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## Special Education Personnel Development

### Autism

|                           |   |
|---------------------------|---|
| <b>Description</b>        | Professional development days will be used to ensure teachers are aware of different strategies and ways to handles problematic behaviors related to students with autism. Teachers will sign in on the professional development day. |
| <b>Person Responsible</b> | LEA   |
| <b>Start Date</b>         | 7/1/2020  |
| <b>End Date</b>           | 6/30/2023   |
| <b>Program Area(s)</b>    | Professional Education, Special Education   |

### Professional Development Details

|   |   |
|---|---|
| <b>Hours Per Session</b>  | 1.0   |
| <b># of Sessions</b>  | 2   |
| <b># of Participants Per Session</b>  | 9   |
| <b>Provider</b>   | Commodore Perry   |
| <b>Provider Type</b>  | School Entity   |
| <b>PDE Approved</b>   | No  |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.  |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.  |
| <b>For classroom teachers, school counselors and education specialists</b>            | Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.                  |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br>Instructs the leader in managing resources for effective results. |
| <b>Training Format</b>  | School Whole Group Presentation   |

|                             |  |
|-----------------------------|--|
|                             |  |
| <b>Participant Roles</b>    | Classroom teachers<br>Principals / Asst. Principals<br>School counselors<br>Paraprofessional<br>Classified Personnel<br>New Staff<br>Other educational specialists<br>Related Service Personnel  |
| <b>Grade Levels</b>         | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| <b>Follow-up Activities</b> | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br><br>Joint planning period activities  |
| <b>Evaluation Methods</b>   | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Classroom student assessment data<br>Behavior tracking sheets and discipline reports to office |

## Behavior Support

|                           |  |
|---------------------------|--|
| <b>Description</b>        | Yearly review of Positive Behavior Support matrices and procedures for documentation |
| <b>Person Responsible</b> | LEA  |
| <b>Start Date</b>         | 7/1/2020   |
| <b>End Date</b>           | 6/30/2023  |
| <b>Program Area(s)</b>    | Professional Education, Special Education, Student Services                          |

## Professional Development Details

|                                      |     |
|--------------------------------------|-----|
| <b>Hours Per Session</b>             | 0.5 |
| <b># of Sessions</b>                 | 3   |
| <b># of Participants Per Session</b> | 60  |

|   |   |
|---|---|
| <b>Provider</b>   | Commodore Perry   |
| <b>Provider Type</b>  | School Entity   |
| <b>PDE Approved</b>   | No  |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.  |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.  |
| <b>For classroom teachers, school counselors and education specialists</b>            | Empowers educators to work effectively with parents and community partners.   |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | Instructs the leader in managing resources for effective results.   |
| <b>Training Format</b>  | LEA Whole Group Presentation  |
| <b>Participant Roles</b>  | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br>School counselors<br>Paraprofessional<br>New Staff<br>Related Service Personnel |
| <b>Grade Levels</b>   | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)  |
| <b>Follow-up Activities</b>   | Analysis of student work, with administrator and/or peers   |
| <b>Evaluation Methods</b>   | Review of bus referrals, review of discipline referrals   |

## Paraprofessional

|                           |   |
|---------------------------|---|
| <b>Description</b>        | District documentation of a minimum of 20 hours completed yearly for the next three school years. |
| <b>Person Responsible</b> | LEA   |
| <b>Start Date</b>         | 7/1/2020  |
| <b>End Date</b>           | 6/30/2023   |
| <b>Program Area(s)</b>    | Special Education   |

## Professional Development Details

|   |  |
|---|--|
| <b>Hours Per Session</b>  | 2.0  |
| <b># of Sessions</b>  | 30   |
| <b># of Participants Per Session</b>  | 6  |
| <b>Provider</b>   | Commodore Perry and/or PATTAN  |
| <b>Provider Type</b>  | PaTTAN   |
| <b>PDE Approved</b>   | Yes  |
| <b>Knowledge Gain</b>   | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>   | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b>            | <p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>  |
| <b>Training Format</b>  | <p>Series of Workshops</p> <p>Live Webinar</p> <p>Offsite Conferences</p>  |

|                             |  |
|-----------------------------|--|
| <b>Participant Roles</b>    | Paraprofessional   |
| <b>Grade Levels</b>         | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12)   |
| <b>Follow-up Activities</b> | Peer-to-peer lesson discussion   |
| <b>Evaluation Methods</b>   | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

## Reading

|                           |  |
|---------------------------|--|
| <b>Description</b>        | Teachers are given time to collaborate weekly with administration guidance periodically to determine where to guide their instruction in such a way that students will show an annual increase in accordance with national norms on MAP assessments. |
| <b>Person Responsible</b> | LEA  |
| <b>Start Date</b>         | 7/1/2020   |
| <b>End Date</b>           | 6/30/2023  |
| <b>Program Area(s)</b>    | Professional Education, Special Education, Student Services  |

## Professional Development Details

|   |  |
|---|--|
| <b>Hours Per Session</b>                  | 1.0  |
| <b># of Sessions</b>                      | 6  |
| <b># of Participants Per Session</b>      | 10   |
| <b>Provider</b>                           | Commodore Perry School District                              |
| <b>Provider Type</b>                      | School Entity  |
| <b>PDE Approved</b>                       | No   |
| <b>Knowledge Gain</b>                     | This is an optional narrative for Special Education.         |
| <b>Research &amp; Best Practices Base</b> | This is an optional narrative for Special Education.         |
| <b>For classroom teachers,</b>            | Enhances the educator's content knowledge in the area of the |

|   |   |
|---|---|
| <b>school counselors and education specialists</b>                                    | <p>educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>  |
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p> |
| <b>Training Format</b>  | Professional Learning Communities   |
| <b>Participant Roles</b>  | <p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>New Staff</p> <p>Other educational specialists</p> <p>Related Service Personnel</p>   |
| <b>Grade Levels</b>   | <p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>   |
| <b>Follow-up Activities</b>   | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>  |

|                           |   |
|---------------------------|---|
| <b>Evaluation Methods</b> | <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> |
|---------------------------|---|

## Transition

|                           |   |
|---------------------------|---|
| <b>Description</b>        | Documentation of attendance via the IU and also of parent invitation to OVR meetings. |
| <b>Person Responsible</b> | LEA   |
| <b>Start Date</b>         | 7/1/2020  |
| <b>End Date</b>           | 6/30/2023   |
| <b>Program Area(s)</b>    | Professional Education, Special Education, Student Services                           |

## Professional Development Details

|  |  |
|--|--|
| <b>Hours Per Session</b>   | 2.0  |
| <b># of Sessions</b>   | 6  |
| <b># of Participants Per Session</b>                                       | 2  |
| <b>Provider</b>  | MIU4   |
| <b>Provider Type</b>   | IU   |
| <b>PDE Approved</b>  | Yes  |
| <b>Knowledge Gain</b>  | This is an optional narrative for Special Education.   |
| <b>Research &amp; Best Practices Base</b>                                  | This is an optional narrative for Special Education.   |
| <b>For classroom teachers, school counselors and education specialists</b> | <p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p> |



|   |  |
|---|--|
| <b>For school or LEA administrators, and other educators seeking leadership roles</b> | <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Instructs the leader in managing resources for effective results.</p> |
| <b>Training Format</b>  | <p>Live Webinar<br/>Department Focused Presentation<br/>Offsite Conferences</p>  |
| <b>Participant Roles</b>  | <p>Classroom teachers<br/>Other educational specialists<br/>Parents</p>  |
| <b>Grade Levels</b>   | <p>Middle (grades 6-8)<br/>High (grades 9-12)</p>  |
| <b>Follow-up Activities</b>   | <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p>  |
| <b>Evaluation Methods</b>   | <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>  |

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*